DOCUMENT RESUME

ED 024 482 RC 002 546

By- Mattera, Gloria; And Others

Educating Migrant Children.

New York State Education Dept., Albany.; State Univ. of New York, Albany.
Pub Date 68
Note- 85p.
EDRS Price MF- $0.50 HC- $4.35
Descriptors- Agencies, *Background, Community Involvement, Day Care Programs, Educational Disadvantagement, Educational Objectives, Learning Experience, *Migrant Children, *Migrant Education, Personnel Needs, Program Budgeting, *Program Evaluation, Selection, *Summer Programs
Identifiers- *New York

To help provide the best kind of learning environment for migrant children is the intent of this handbook. Historical, economical, and environmental information that is essential to understanding and working effectively with these children is presented. Suggestions for initiating, conducting, and evaluating a summer program are offered, as well as additional suggestions for initiating and coordinating a Day Care Center and providing for the migrant child in the regular school year program. National, State, County, and local agencies with responsibility for migrants in New York are identified. Sample evaluations for field trips and a Summer School Program conclude the handbook. (SW)

RECEIVED
JUN 21 1968
NMSU
E.R.I.C.

EDO 24482

"EDUCATING

MIGRANT CHILDREN"

RC 002546

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224

EDUCATING MIGRANT CHILDREN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

The University of the State of New York
The State Education Department
Bureau of Elementary Curriculum Development
Albany, 1968

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1968	Edgar W. Couper, A.B., LL.D., L.H.D., Chancellor - - -	Binghamton
1970	Everett J. Penny, B.C.S., D.C.S., Vice Chancellor- - -	White Plains
1978	Alexander J. Allan, Jr., LL.D., Litt.D.- - - - - - - - -	Troy
1973	Charles W. Millard, Jr., A.B., LL.D. - - - - - - - - -	Buffalo
1972	Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S. - - - -	Purchase
1975	Edward M. M. Warburg, B.S., L.H.D. - - - - - - - - - -	New York
1969	Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D. - - - -	New York
1977	Joseph T. King, A.B., LL.B.- - - - - - - - - - - - - -	Queens
1974	Joseph C. Indelicato, M.D. - - - - - - - - - - - - - -	Brooklyn
1976	Mrs. Helen B. Power, A.B., Litt.D. - - - - - - - - - -	Rochester
1979	Francis W. McGinley, B.S., LL.B. - - - - - - - - - - -	Glens Falls
1981	George D. Weinstein, LL.B. - - - - - - - - - - - - - -	Hempstead
1980	Max J. Rubin, LL.B., L.H.D.- - - - - - - - - - - - - -	New York
1971	Kenneth B. Clark, A.B., M.S., Ph.D.- - - - - - - - - -	Hastings on Hudson
1982	Stephen K. Bailey, A.B., B.A., M.A., Ph.D., LL.D.- - -	Syracuse

President of the University and Commissioner of Education
James E. Allen, Jr.

Deputy Commissioner of Education
Ewald B. Nyquist

Associate Commissioner for Elementary, Secondary and Continuing Education
Walter Crewson

Assistant Commissioner for Instructional Services (General Education)
Warren W. Knox

Director, Curriculum Development Center
William E. Young

Chief, Bureau of Elementary Curriculum Development
Robert H. Johnstone

Supervisor, Office of Migrant Education
John O. Dunn

Foreword

This publication has been prepared by the Curriculum Development Center in cooperation with the Office of Migrant Education. It should serve as an additional valuable resource for school districts operating or developing migrant education programs. Ted B. Barton of the Bureau of Elementary Curriculum Development served as general coordinator for this project.

The material presented here was prepared by a writing team composed of Dr. Gloria Mattera, professor of education, at the State University College in Geneseo; Arthur Rood, elementary principal in the Levenworth Central School; Arland White, curriculum coordinator in the Sodus Central School; Fred Durbin, elementary principal, in the North Rose Central School; Virginia Jackson, elementary teacher in the Walton Central School, and Cassandra Stockburger, director, National Committee on the Education of Migrant Children. All materials were reviewed by Patrick F. Hogan, associate, Office of Migrant Education.

William E. Young, Director
Curriculum Development Center

Robert H. Johnstone, Chief
Bureau of Elementary
Curriculum Development

Handbook for the Education of Migrant Children in New York State

CONTENTS

Introduction

Part I - Understanding the Migrant

Chapter I The Migrant System in the United States

Chapter II Developing Community Awareness of Migrant Needs

Chapter III The Migrant Child

Part II - The Migrant Summer School

Introduction

Chapter IV Securing and Financing a Summer Program

Chapter V Selecting and Orienting Staff

Chapter VI Recruiting Children

Chapter VII Planning Learning Experiences

Chapter VIII Evaluating the Program

Chapter IX Cooperating with the Child Care Center

Chapter X Providing for the Migrant Child in the Regular School Year Classroom

Part III - Appendices

Appendix A National, State, and Local Agencies with Migrant Responsibility

Appendix B Sample Evaluation of a Summer School Program

Appendix C Field Trip Evaluation Sheet

Handbook for the Education of Migrant Children in New York State

Introduction

This handbook is designed to assist in providing the best kind of learning environment for migrant children. Directors and teachers in programs that include the education of migrant children find that some of the educational needs of these children are unique.

Part I, Understanding the Migrant, presents the historical, economic, and environmental information concerning migrants that is essential to understanding and working effectively with their children.

Part II, The Migrant Summer School, has suggestions for initiating and conducting and evaluating a summer program. Also included are suggestions for cooperating with the child care center and for providing for the migrant child during the regular school year.

Chapter I. The Migrant System in the United States

Basic knowledge about historical aspects of the migrant system in our country will foster the understanding and respect that serve as foundations for working effectively with the children of migrants.

What is the source of the present migrant labor force? How has this affluent nation developed and maintained such persons with low educational attainment and limited work skills?

The maintenance of the system cannot be dismissed by charging that these persons are lazy, dirty, ignorant, or lacking in iniative. Nor should they be compared with the early European immigrants - the poorest of Europe - who were able to rise from their poverty without government assistance. The European immigrant of 150, 100, or even 50 years ago came as a free man with high hopes to a new land with an expanding economy, hungry for unskilled or semiskilled labor. The West was still an open frontier. Hard work could, in those days, eliminate poverty.

That poverty of farm workers which has contributed to maintaining a cheap labor supply had its genesis largely in the South and to a lesser extent in the Southwest. We need only to look back some 100 or 150 years to find the reasons for our large unskilled farm labor force.

The Development of the Southern Economy

The economic value of the South was discovered by the planters who developed a plantation society based on cotton and tobacco. The initial, highly profitable combination of cotton and slavery in the South drained away capital into slaveholdings and tended to bring about a one-crop economy. Cotton was king. It created a dominant planter class which was generally opposed to broadening the suffrage, using property taxation for the general welfare and free universal public education at a time when these democratizing influences were strengthening the social and economic structure of the rural Midwest.

After the Civil War, the impoverished South was left with a large relatively uneducated labor force. Unable to provide employment opportunities in the limited industrial enterprises of the region, agriculture remained the dominant economic feature. The soil, through repeated plantings of cotton, had lost much of its productivity. In spite of this, however, the existence of vast amounts of land and a plentiful supply of cheap labor gave rise to a system of farming known as sharecropping whereby the owner furnished the land to the laborer for a share of the harvest. Because financial returns from this arrangement tend to be marginal, it is difficult for the sharecropper to rise above the subsistence level. This condition, to some degree, still exists today. The annual debt incurred to purchase seed, supplies, and living expenses leaves little if any funds for the coming year. The system which has kept labor at a low level economically, productively, and educationally has, in effect, been perpetuated.

The Migratory Labor System

As the United States began its westward expansion in the nineteenth century and the vast underpopulated lands were developed, the early counterparts of the present seasonal migrant farm labor system had their beginnings. The early migrant farm workers on the West Coast were Chinese, Japanese, Filipinos, and Mexicans. A similar system was not long in developing on the East Coast where southern Negroes came north from the southern states. The migratory movement of Negroes into central New York pea and bean harvests began between 1910 and 1915. By 1930 it had become a significant part of the labor force.

During the 1930's Florida began cultivation of winter vegetables and sugar cane. This drew workers out of the adjoining southern states during periods of low employment in those states. As less and less work became available in the off seasons in the South, farm workers began to push northward up the Atlantic Coast during the spring and summer months when Florida harvests were minimal.

The East Coast worker is largely recruited and transported to New York through the efforts of the Farm Placement Service of the New York Employment Service and/or a labor contractor or crew leader who arranges for transportation and jobs. New York State is the sixth largest user of migrant labor in the United States. Migrant farm workers are used in more than a third of the New York counties. The season stretches from May to mid-October. They work in potato fields on Long Island; on farms for apples, celery, lettuce, onions, and cherries in the Hudson-Mohawk Valley; snap beans in central New

York; diversified fruits along the shore of Lake Ontario and in southwestern New York; and potatoes and snap beans in Steuben County. Between twenty and thirty thousand workers are employed during the peak period which usually comes in late September.

With the return to a peacetime economy after World War II, the number of migrant farm workers increased. With the termination of defense jobs and rapid mechanization of farming, those workers with limited education and skills had nowhere to go except the farm. Adding to their numbers have been the Spanish-speaking migrants from Puerto Rico and Texas.

Composed of the most impoverished of our nation, the migrant farm labor force has come to be characterized as a group with little voice or vote in the affairs of their working world or their nation. Working in a virtually unregulated system, except for a few state laws, they are dependent upon the crew leader and employer. Seldom able to accumulate enough to escape their poverty, they often become resigned to their lot.

Although few voices over the years have been raised in their behalf, some of those who are directly responsible for either legislation or working conditions have acted to improve the system.

The post-War era saw the development of a more sustained interest in the welfare of migrant farm workers by the Federal Government. However, it was not until 1962, that Congress passed the first Act to provide benefit specifically for migrant labor. This was the Migrant Health Act. It has been followed by the passage of regulations for crew leader registration and appropriations for day care,

education, housing,and sanitation programs as a part of the Economic Opportunity Act. In 1966 an amendment to the Elementary Secondary Education Act of 1965 provided special funds for the education of migrant children. Also in 1966 minimum wage coverage was extended to some migrant farm workers.

On the state level, New York, along with a few other states, has passed regulations covering housing, child labor, wages, crew leader contracts, and motor vehicles. In addition, New York has provided for day care and education of children through special state administered programs for several years.

The accomplishments of the past few years in the way of new legislation, new programs, and increased public awareness would seem to have been most significant. But so far it appears that, on a nationwide basis, migrants are benefiting only to a very limited extent. Wages and housing for most migrants show some improvement. However, there are children still working in the field when they should be in school. Health problems are still rampant. Transportation codes still are frequently violated. Some crew leaders still exploit their workers. The system needs more stringent implementation of the regulations and the migrant people need more services. Educators who are aware of this can be instrumental in fostering the kinds of activities for children and adults that lead to improving the status of migrants.

Chapter II. Developing Community Awareness of Migrant Needs and Potential

The migrant has been a temporary member of numerous New York State communities for many years, yet he has not been considered a part of the community. He is often openly rejected and ostracized.

Ironically, he is regarded as an economic necessity to the agricultural economy, but has benefited little from the community's agencies or social services. Community programs such as summer recreation and social gatherings usually do not include him. He frequently does not receive fringe benefits normally accruing to others and is often not under the minimum wage laws. It is difficult for him to exercise his franchise and his bargaining power is limited.

The summer school program and personnel can be instrumental in improving this picture by developing community awareness of migrant needs. First of all, however, the school officials must have the backing and cooperation of the local board of education. Only then may commitment be given to improving migrant-community relationships.

A second step is to have a dynamic summer program and a staff fully aware of the backgrounds and problems of migrants. (See Chapters V and VII.) Also, it must have a responsible attitude towards bettering the migrant's life.

Thirdly, the summer school officials should enlist the aid of local agencies, organizations, and resources in involving the community in the educational, economic, and social well-being of the migrant.

The following are suggestions that school personnel may wish to initiate depending upon their particular programs and communities:

1. Publicize the school activities and accomplishments utilizing pictures and interviews of the staff and the children.
2. Have an open house for community and parents.
3. Utilize resource people from the community to enrich curricular areas.
4. Utilize community and migrant volunteers to participate during field trips, special programs, recreation.
5. Encourage community families to invite migrant children for visits or overnight visits.
6. Encourage people-to-people migrant/community (and vice-versa) home visits and other social contacts.
7. Establish a teachers' speakers bureau so that slide shows and talks may be given to community groups.
8. Encourage opening of libraries and recreation facilities for migrants.
9. Provide an adult migrant education program or, if possible, include them in present adult programs.

Until the migrant is a functioning and accepted member of the community, every effort should be exerted to promote the people-to-people contacts that foster mutual understanding and respect.

Chapter III. The Migrant Child

The predominant characteristic of the migrant child's life is a constant change of environment. Because of this mobility pattern it becomes imperative for him to adjust to a variety of schools and communities. Coming from anywhere and by any means, his family usually arrives without money and probably little guarantee of a place to stay.

There are employers who provide adequate housing for the migrant, but many migrants live in poor and crowded accommodations. They live in discarded transit buses, tar paper shacks, crowded barracks, and abandoned houses. Outside water taps, hand pump wells, and outdoor toilets are common as is a lack of adequate cooking, lighting, and heating facilities. In the poorly equipped accommodations there is usually inadequate window space, and screens are scarce. Sanitary conditions are often poor, for no provision may be made for garbage disposal. The crowded conditions contribute to disorderliness and untidiness. Dishes, knives and forks, and cooking utensils are at a minimum. Refrigeration, shelves, closets, and eating space are frequently unavailable or inadequate.

The migrant child is influenced by all these conditions. He eats and sleeps when he can, having no set routine of living habits. The lack of food storage space, proper utilities, and time causes inadequate diets. Depending on the cultural background of the

parents, the food consists primarily of potatoes, rice, dried beans, fried foods, grits, cheap cuts of pork and cold cuts and fish. The child may often prepare his own meals. He may come to school without breakfast or may have resorted to a wholly inadequate one of candy and soda pop because the parents leave early for work and he is left on his own. Many families do not have the space to sit down for a meal together. The child's food is dished out on a plate or bowl he carries around in his hand.

Many households include boarders and various relatives who add to the crowded quarters. Often one room will house a family unit that includes grandparents, cousins, a married daughter and her children, or some friends.

Children eight to ten years old may be found caring for younger children, some of them babies, while the parents are working. It is not unusual for a migrant child to fall asleep at his desk either from having worked the evening before or from having found it difficult to sleep in his crowded home.

The migrant child's home life is totally unrelated to the community. Although the adult migrant may have strong church ties at his home base, he does not feel accepted in the established churches of the new community because migrant housing is segregated from the residential section of the community. He does not know about or understand the services or facilities available to him. Consequently he and his family receive little or no benefit from the activities on public playgrounds or summer recreation programs. In addition, the migrant child seldom becomes a part of established

organizations as scouting and 4-H clubs.

The migrant has different goals in life in comparison with the middle class population values and attitudes which stress plans for the future. Many migrants live for today, and today only. There is little long range planning in their lives. When they have money, they spend it. Material possessions mean little in the migrant home because they are few and considered common belongings. The child's life is geared to realities, for there is the problem of being concerned with immediate needs such as food, shelter, and clothing. Plans cannot and do not include children attending school for any extended period of time. In comparison with middle class goals of having children receive as much education as possible, many migrant parents, being functionally illiterate and lacking the time and money, cannot aid or add to their children's education.

The migrant family relationship is well-defined. Decisions in the family are generally autocratic and frequently made by the family head. In the white and Spanish-American homes, the father figure is usually strong. In the Negro family, on the other hand, the mother often is the dominant factor. The father influence, many times, is weak or nonexistent. In order to maintain the family unit it becomes necessary for all its members to share the responsibility for its survival. The migrant child is expected to work at an early age and contribute to the family income. Because migratory life does not provide an adequate income for an individual to support a family, the labor and income of all but the youngest are necessary.

The migrant home often includes T.V. and radio but not reading materials such as books, newspapers, and magazines. The migrant child lacks the experience of playing with toys, blocks, and games; coloring with crayons; cutting with scissors; and many other activities that nonmigrant children do have and which aid children in the development of perceptions, relationships, and background essential for readiness to learn.

The migrant child may not have had the opportunity for normal play, nor the opportunity to be challenged by the kinds of problems that face the middle-class child. He probably has not had the opportunity to decide whether to join the little league or the swimming program, or what instrument he should play in the band.

It is possible that he has not seen how middle-class people dress, what they eat or what their homes are like. He may not understand what to do in many situations, resulting in his violation of the standard rules of the school, classroom, and community.

The migrant child is ill-prepared to take his place as an individual in many group situations. His actions, methods of behavior, and discipline may be acceptable at home but considered antagonistic at school. He has restrictions placed upon him he never had before. He is noisy when he is happy, wants to inspect and handle things, do what he pleases, and go where he wants to go in his own time. When the teacher gives a verbal command with an explanation, such as "Walk in the hall so that you don't fall and get hurt," the child will either not change his behavior or respond with a negative phrase, "You can't make me." This is because at

home a command is accompanied by physical coercion, not a verbal explanation.

The child has restricted experiences and often limited conversational opportunities for language development. He may not comprehend what he sees or hears. Models of good sentence structure and vocabulary are not readily available to him. He speaks and listens in his dialect or own language, not understanding what is going on in class. For example, in arithmetic, "to carry" has no meaning to him, but "to tote" does. Thus many times he is overpowered by middle class vocabulary.

His auditory discrimination is poorly developed, and he has difficulty associating sounds. Although a few migrant children know what a "sofa" is, they hear the spoken word are "so far." Electric can openers, beaters, the regenerating cycle of a water softener are unknown sounds. On trips across the country, the migrant child fails to understand where he has gone and recognizes little of what he has seen. He has little conception of places, directions, and distances. He can go to the same store during his entire stay in the community, yet have no idea where it is. It is very seldom that a migrant child can orient himself as to what direction he lives from school. He can live in a camp for months and the only direction he can give you is, "We work for Mr. First Name."

The migrant child is not only culturally different and educationally deprived, but he has immediate needs of nutrition, clothing, and medical care. He lacks the knowledge of personal hygiene and many basic health habits. Many of these children suffer from the

effects of substandard prenatal and birth conditions. Many have ignored health problems such as uncared-for sores on their bodies. The ignored health condition of the migrant child may result in undue fatigue, inability to concentrate, queer bodily movements, depression, lack of ambition, and lethargy. A migrant program will have little value unless a serious attempt is made to better the health of the child.

Because of the variety of limitations, the migrant child lacks many skills, especially the skills of communication. He lacks the ability to master language as a tool in reading, writing, and speaking. The child does not come from an environment that is conducive to good listening. His attention span is very short. He does not recognize and understand the usages of common things that teachers and administrators take for granted. He does not know how to use the telephone, how to sit at a table, or how to use eating utensils, toothbrushes, washcloths. The migrant child has limited concepts of what is good and bad, what is similiar and what is different. He has difficulty in distinguishing between colors, shapes and sizes, materials, and periods of time.

The school must provide the migrant child with a wide variety of experiences. A major effort should be made to broaden the migrant child's background via field trips, etc., which will enable him to develop new concepts of his environment. There should be intensive work in reading, language development, and other skill subjects with plenty of time to enjoy special subjects such as art, library, and music. Materials used must be suited to the child's interests and

be within his attainment level. Standardized tests generally have limited validity for the migrant child, because these tests are not culture-free. The curriculum must begin where the child is and utilize his special interests and abilities, so that the learning experiences will provide for his specific needs.

Handbook for the Education of Migrant Children in New York State

Part II - The Migrant Summer School

Introduction

Historically, the migrant child has been poorly served by the traditional classroom. Moving from school to school with its accompanying problems of emotional adjustment, acceptance by the teacher and children, and adjusting to new routines and readiness for subject matter and skills currently being taught, are not conducive to the continuity of education essential to meeting minimal graduation standards.

In an attempt to help bridge the educational gaps of the migrant child, the New York State Education Department has financed summer programs for migrant children throughout the state since 1956. The basic objectives of these programs have been to enable the child to:

1. Improve his self-concept
2. Develop his social and academic skills
3. Develop his language ability and vocabulary
4. Expand his cultural experiences
5. Establish sound health and nutritional habits.

Before these objectives can be achieved, however, the preliminary steps of securing and financing a summer program have to be considered as well as the selection and orientation of staff and recruitment of children. Because of the uniqueness of this summer program, each of these steps will be developed in the following

chapters. Experiences directly related to the five basic objectives will be discussed in Chapter VII, Planning Learning Experiences. These may serve also as guides for teachers who work with migrant children during the regular school year.

Chapter VIII, Evaluating the Summer Program, suggests guidelines for evaluating the objectives as well as other aspects of the entire summer program.

Chapter IV. Securing and Financing a Summer Program

Securing a Summer Program

Generally, there are two possible approaches for initiating summer program. A district may apply to the Bureau of Elementary Supervision of the State Education Department, or the Bureau may approach the district. In either case, community acceptance and Board of Education approval are important prerequisites to the success of the program and must therefore be carefully planned for by the director.

An orientation conference sponsored by the State Education Department is held in early spring to assist districts in financing procedures and other program preparations.

Financing

There are two steps involved in the financing of a summer program. The first is the preparation of the budget; and the second, the filing for final reimbursement. As a general guideline, the procedures for any Title I project are applicable.

A. Preparation of the Budget

The director must form a realistic estimate regarding the cost of the total program. He is cautioned to budget carefully and spend only what is necessary to operate an effective program. This estimate should be made following the guidelines provided by the State

Education Department. In summer projects advances from the Department are made in two stages: Fifty percent of the budget upon receipt of the final project approval (but not more than 30 days prior to the beginning of the summer project), and the second 50 percent upon request from the LEA via form 25 AP. In the event that there is delay in remittance of funds from the Department, the director should have available a source of funds which can be used until the advances are made.

If the approved summer school budget becomes inadequate, because of increased enrollments or other unanticipated costs, an amendment should be filed with the State Education Department. It is recommended that the director contact the Department for specific instructions in the solution of this particular budget problem. As a precautionary note, all amendments or changes in the budget should be confirmed in writing and no financial commitments should be met without prior approval from the Department.

1. Professional Personnel Services

Planning for the budgeting of personnel service should begin with the director immediately in charge of the summer program. His remuneration for assuming the administrative responsibility for the summer school should be guided by Local Educational Agency Policy.

The other professional personnel in the program (namely, certified teachers; educational psychologist; music, industrial arts, and gym teachers; librarian; reading and speech personnel) should

also be remunerated in terms of the current LEA's (Local Education Agency's) salary schedule. For example, a summer salary schedule might be drawn up taking into consideration the number of weeks of the program as well as the LEA's regular salary schedule. Each teacher then might be placed upon this schedule in terms of the amount of time he would be serving the program as well as his experience and educational background.

The fringe benefits for the professional personnel should also follow the individual LEA's policies. Certified teaching personnel should be granted retirement benefits consistent with their elected contributions. Fees for consultant service and medical examinations are handled on a contract basis with the individuals and are not subject to the usual fringe regulations. Again the LEA policy should be the guiding factor.

2. Nonprofessional Personnel Services

Included in the nonprofessional summer school staff would be teacher aides, cafeteria employees, custodial staff, bus drivers, bus mechanics, and clerical help. These nonprofessionals are in many instances remunerated on an hourly basis and must be considered as such in the budget proposal. The director needs to anticipate the approximate amount of time that these personnel positions will require and, guided by the LEA wage policies, may budget estimates for each position. It is not always necessary nor desirable to have nonprofessional personnel paid on an hourly basis. They might be paid, as in the instance of bus drivers, on a per trip basis. In

this instance the number of trips would be estimated and multiplied by the amount per trip which would arrive at a budget for this particular service.

Nonprofessional personnel are subject to whatever fringe benefits would be made available to them during the regular school year. The director must allow for these benefits such as Social Security, etc., in arriving at his total budget estimate. These fringe benefits are considered under the "fixed charges" section of the budget form. They should be spelled out specifically as in the following example: Total salaries - $25,590.00; Social Security is 4.4 percent of all employees' salaries; amount of budget entry- $1075.00. A guiding consideration is that LEA's usual policies regarding fringe benefits should be followed.

3. Contracter Services

The contracter services required in many summer programs would refer to all services provided by nonpayroll people such as contracted bus service, medical and dental fees, etc. In addition to these considerations, extra bus trips for cultural experiences (where the driver is paid a specific amount for a specific job which is not part of his regular wage), utilities and psychological services, must also be included. The director must make realistic estimates in terms of his own local community and the number of contracted services. For example, if the usual rate for physical examinations is $2.00 per pupil and 200 pupils are anticipated, $400.00 should be entered as the budget item for physician's fees. Also, if

10 extra trips for cultural experiences are planned and the usual remuneration for a daily bus trip to a driver is $20.00, an item for trips for cultural experiences of $200.00 should be entered in the budget.

4. Travel (noncontracted)

The estimated budgeted expenses for noncontracted transportation is rather difficult to ascertain. The director must estimate the cost for drivers' salaries, based on the LEA policy at a cost for personnel service. In addition, 10 cents per mile will be allowed for all bus trips attributed to the program to cover the cost of operating the bus. The mileage for each bus each day should be carefully documented.

5. Space Costs and Rentals

The classroom space used which is part of normal LEA facilities cannot be claimed in rental. Neither can wear and tear on these facilities be budgeted. The rent paid for private facilities not owned by the LEA may be budgeted. The utilities used for the summer program that can be documented and attributed only to the summer program may be budgeted and reimbursed. Suggestions for claiming this reimbursement will be considered under "Reimbursement".

6. Consumable Supplies

The budgeted amount for consumable supplies (workbooks, paper, paint, crayons, etc.) will again depend upon the anticipated pupil

enrollment and the type of program offered. At this point the local business manager may be able to offer realistic suggestions in terms of the materials needed in the probable budget. If free lunches are to be provided as a part of the program, these too must be budgeted in this area. The cost obviously will be dependent upon the size and type of program being offered. The cafeteria manager may be able to offer some realistic suggestions for this item. Not to be overlooked in this category are anticipated expenses for admissions to cultural experiences including motion pictures, theater productions, circuses, etc.

7. Rental, Lease, or Purchase of Equipment

Although most of the necessary equipment for a summer program will be available through the LEA, it may be necessary to meet the needs of a summer program to rent or lease a certain type of equipment. This procedure requires some rather unique consideration. First, a contract for each such rental (for example, a teaching machine) must be drawn up between the LEA and the contractor. Essential parts of the contract are: name of contractor and LEA, effective dates of the rental, and the amount of the rent as well as prior approval from the State Education Department. Although it is not necessary for the contract to be particularly involved document, it should contain these essentials.

In the regard to purchase of equipment there are several guidelines to be followed. First, the amount spent for the equipment in a summer program should generally not exceed $500.00. If a director has a particular problem and feels a need for a greater

expenditure, it is recommended that he contact the State Education Department for a specific authorization. The second principle is that no equipment should be purchased prior to the approval date of the program.

B. Filing for Final Reimbursement

The underlying principle for all reimbursement for federally supported projects is that only expenses actually incurred within the budget categories will be reimbursed. Generally budget categories may be exceeded by 10 percent provided the total budget figure remains constant. Although the first 50 percent advance for a summer program is automatic upon approval of the budget, the expenses paid with this money are subject to federal auditing procedures. The LEA is required to give documented proof for each expernditure incurred in the program. This proof usually takes the form of invoices and vouchers. The forms for compiling this data are made available to the LEA by the Department at the close of the summer program.

1. Personnel

The claiming of reimbursement for the personnel, both professional and nonprofessional, must be recorded on the forms supplied by the Department. This form requires the employee's name, the specific position held during the program, and the contract salary granted that position. In addition, the wages granted each person, by name, position, and amount, must also appear on this form.

For example:

Employee	Position	Salary
John Smith	School Psychologist	$600.00
Mary Brown	Teacher's Aide	315.00

A second entry on the form requires in addition to the person's name and rate of pay, exclusive of the position, the inclusive dates of employment, the length of employment, the employee's contribution to retirement and Social Security. For example:

Name of Individual	Inclusive Date of Employment	Rate of Pay	Length of Employment	Salary Paid	Teacher Retirement	Soc. Sec.
John Smith	8/1/66-8/26/66	$150/wk.	4 weeks	$600	106.32	25.20

An example of a nonprofessional person might be,

Mary Brown	7/5/66-8/12/66	$175/hr.	180 hrs.	$315		13.24

Specific proof for wages and salaries paid to personnel takes the form of certificates of the payroll and is subject to review by the state and federal auditors.

2. Contract Services

The fees paid for contract services must be spelled out very specifically on the reimbursement claim. In addition to the entry, a "claim form" must accompany the request for reimbursement as proof. An example of this might be Charles M. Smith, M. D., check No. 2977, amount $50.00, or Raymond Smith (bus driver - trip to "Our Town") $7.50. Request for contract service reimbursement must conform to the original budget submitted for the program.

Appropriate under this category would be such items as electric

power, telephone service, bottled gas for cooking, sewer and water rentals. In claiming reimbursement for these items the director must document the cost carefully. The basic telephone service charge is not reimbursable. However, the calls made specifically for summer school purposes may be claimed. If this is to be done, each call must be recorded by number being called, person called, and place, as well as reason for initiating the communication.

The reimbursement for other utilities may be justified by comparing the cost of such items for the period of the summer program when the facilities were not in use for summer school as compared to the time when they were. As a case in point, if the electric service for a six-week period when the building was not used for the summer school was $100.00 and the same period a year later when the building was used for summer school was $150.00, it would be reasonable to put the amount of $50.00 of electric service attributable to the summer program. As in all previous cases proof as evidenced by actual invoices must accompany this type of claim.

3. Transportation

The final request for transportation reimbursement must parallel the original budget estimates. In the event that the LEA has contracted with another agency for transportation, the name of the contractor and the amount of the total contract must appear on the form. Documented proof of this cost must accompany the reimbursement claim in the form of the contract between the LEA and the contractor. In the instance where the LEA maintains its own transportation facility, reimbursement will be made on the basis of the

miles traveled multiplied by 10 cents per mile. This is an all-inclusive amount and no further claims can be made except for personnel.

4. Space Costs and Rentals

When claiming reimbursement for space costs and rentals, there are several guiding principles which should be followed by the director. First, a copy of the contract between the LEA and the renter must accompany the claim as documented proof of the amount requested. In this category the LEA might choose to claim reimbursement for the insurance coverage during the time summer school is in session. This may be done on a prc rata basis, taking into consideration the total cost of LEA's insurance, the number of pupils covered, and the length of time of the coverage. The documented proof for this claim would first take the form of a vendor's invoice and an explanatory note in defense of the amount claimed for reimbursement.

5. Consumable Supplies

When filing claim for consumable supplies, data such as invoice number, name of vendor, check number, date of check, and amount paid are required. The documented proof for these expenditures takes the form of LEA claim forms accompanied by vendor's invoices. It is often necessary on the LEA claim form to make an explanation appropriate to the specific claim. A case in point might as follows: a vendor might submit a claim for $800.00 on

which only $200.00 worth of items was used for the summer program. It is obvious that the check to the vendor should be $800.00, but that the amount claimed for the summer program would be $200.00. The actual items used in the summer program should be so designated on the vendor's invoice which accompanies the State Education Department reimbursement form.

In the event that certain supplies are drawn from a central storage, a copy of the requisition or the central storage supply receipt must be clearly charged to the Federal project. Such requisitions or receipts must be accompanied by a statement from the agency's business official to attest to the fact that the prices shown represent the amount which was in effect for such final period under a contract awarded by the local agency from the purchase of such items.

6. Rental, Lease,or Purchase of Equipment

Reimbursement for the rental or lease of equipment by the State Education Department presupposes prior budget approval for the transaction. In the actual filing for this reimbursement the contractor supplying the equipment should present his claim to the LEA on the standard claim form. A copy of this claim form should accompany the contract when filing for the reimbursement. The remuneration from the Department for equipment purchased again assumes prior budget approval. It is necessary when filing the claim with the Department, in addition to noting the specifics of the claim on the forms provided by the Department, to attach a

vendor's invoice as the proof of the purchase. It is again emphasized that no equipment should be purchased prior to the approved date of the program, and should be paid for prior to the closing date of the summer session.

7. Fixed Charges

The fixed charges for the summer school includes the fringe benefits provided to the staff; namely, Social Security and retirement. Although a budget estimate should have been previously approved, the actual amount of reimbursement will be the exact amount paid for these benefits. A special personnel data sheet is provided by the Department for recording these benefits.

These general guidelines may not provide for problems or questions pertinent to individual districts. It is re-emphasized that the State Education Department will gladly assist in budget preparation.

Chapter V. Selecting and Orienting Staff

Whether the summer programs are for migrant children only (as in districts having no other summer programs) or for migrant and permanent community children, the most vital aspect is the selection and orientation of competent, interested, and fully-certified staff. In the final analysis, the progress of each child depends largely upon the quality and ability of the staff.

Selecting Staff

Director

The director's primary responsibility is to provide the atmosphere and resources essential to a smoothly running program. In order to do so, he should possess an insight into the problems of migrants, a knowledge of curriculum, methods, and materials, and an earnest desire to improve the status of migrant children and adults.

Classroom Teachers

Teachers selected to work in summer school classrooms should have a desire to work with disadvantaged children and, if possible, have had some previous experience with them. A knowledge of the sociological and economic background of the migrant is important to the development of empathy for and genuine interest in these children.

Also, teachers must be able to adapt curriculum content and materials to the children's levels of understanding and sequentially and sucessfully develop in as meaningful a way as possible the concepts and skills that they will need in order to become contributing members of our society.

Teacher Aides

If possible, one aide per classroom teacher is desirable. Aides should have had some previous experience working with children. Responsibilities include nonteaching tasks such as correcting papers, assisting youngsters with routines, reading stories, securing materials, and the like. A fairly high level of maturity is an important quality in an aide, as is the ability to cooperate closely with the teacher. College students in teacher education programs are particularly qualified.

Parents, as well as young adult migrants serving as aides, can play an important role in the summer program. They can contribute by assisting in the classroom, library, and cafeteria, as well as on the playground and during field trips. They may also serve as interpreters of the migrant culture and act as liaison between home and school.

Special Teachers

A valuable aspect of the program is the use of special teachers in the fields of art, music, crafts, physical education, and homemaking. Their role is most effective when it supports the ongoing

activities of the classroom. Some of these special teachers can assist the pupils in preparing practical projects, many of which can be taken home and used by the pupils and their parents.

Consultants

In order to provide more fully for the needs of migrant children, it is necessary to have available the services of a team of consultants. This team should include people trained in reading, guidance, psychology, health, and speech. They, too, need an understanding of migrant problems and a desire to help. The consultants will work closely with the regular staff so that optimum opportunity is provided for each child to develop and achieve his highest potential - physically, mentally, and socially.

Community Resource Persons

It is desirable to include residents of the community to serve as resource persons and field trip assistants. Identifying these people and the particular contributions they can make provides a handy reference for the planning of learning experiences for the children.

Orienting Staff

The success of the summer school depends to a large extent upon a well-planned orientation program for all personnel working in any of the types of programs that include migrant children: separate migrant program, concurrent programs (migrant in

one part of the school, regular or other summer program in another part), or combines (children of all programs mixed in together). All who are likely to come in contact with migrant children during the day should become aware of their problems and needs.

Among the areas to be included in the orientation sessions are:

1. Entire staff development of objectives, learning experiences, and evaluation of the summer program.
2. Information on legal requirements relative to the program that have to be observed.
3. Specific duties such as keeping of registers, making reports.
4. Procedures for achievement testing.
5. Requisition procedures.
6. Information about available community resources and personnel.
7. Lectures and discussion about the migrants including sociological and economic background, recent laws and regulations pertaining to migrant housing and working conditions.
8. Visits to camps and opportunity to talk with parents prior to beginning of school.
9. Factors essential to total development of the child: health, food, clothing.

If possible, at least one of the staff should attend a workshop for teachers of migrant children. This person could then serve as a resource person on the latest information concerning curriculum, methods, and materials.

ESEA funds are available for summer school staff workshops on the local level. This would benefit each staff member, which, in turn, should provide a better program for the children.

Orientation Follow-up

To assure both follow-through of orientation activities and continuity in the summer program, faculty meetings throughout the summer session are essential.

Faculty meetings can be a real source of inspiration and knowledge to the staff. They can be conducted for the whole staff, for grade levels, or for small interest groups. Certain topics can be discussed that are apropos to the particular school, or that refer to the migrants in general. Special teachers and consultants can often help the staff members to grow in their understanding of children and their scholastic handicaps and possibilities.

Parent interviews begun during the orientation period should be continued throughout the summer program. Good relationships can be established by having the parents visit the school so they can observe the school in action or enjoy a program sponsored by one or more classes. Perhaps an interview can be arranged after one of these visits or arrangements can be made for the teacher to visit the homes. All avenues should be explored that may establish and maintain cooperation between the parents and the school.

Encouragement, support, and guidance from the director of the summer session throughout the entire program from orientation to follow-up evaluation will be the foundation of an excellent learning experience for migrant children.

Chapter VI. Recuriting Children

One of the main problems relative to the recruitment of children for summer school is the parents. Many parents are apathetic toward school because they don't realize the value of education for their children. Others are genuinely concerned but do not send the children if they do not have proper clothes - either because they don't have any or the clothes were left in the South when the family traveled North.

Some parents need to be reassured that there will be no expenses for summer school attendance. Others expect their children to baby-sit in the camp for younger brothers or sisters or to work in the fields to help earn money. In some camps, there is no one to supervise the children when the parents leave early for work, so the children are taken along, too. Finally, a few families move often, so do not want their children to be involved with summer school.

Another problem pertains to the children themselves. Some have little interest in school, especially during the summer. Some of them are naturally shy and afraid to venture into a new experience. Others have never been to a "white" school, or worked with "white" teachers. Many of the children have had previous unpleasant school experiences and are unwilling to attend school unless it is mandatory. Perhaps a few of the children do not realize that the summer school program provides many activities other than drill on subject matter.

Some crew bosses also present a problem. They may prefer to have the children work instead of attending school and consequently discourage recruitment in camp.

Techniques

The Director's first step in recruiting children for summer school is to secure the interest and cooperation of the growers in the area. These people should be contacted during the late winter or early spring because they can be quite effective in establishing rapport between the migrants and the school. If the growers are interested, they can inform the crew bosses in the South that summer school will be in operation in their area. Crew bosses who prefer stable family groups to unattached migrants can use the summer program to induce parents to bring their children with them as they journey to the North, rather than leave them with relatives in the South. Thus, the growers may be the key people in helping to keep migrant families intact.

Several agencies will assist the Director by furnishing information and assistance in locating migrant camps and family units in the areas, the number of migrants expected and the approximate date of their arrival. Agencies that may be approached include: Department of Labor, Farm Cooperatives, Town Supervisors, Religious Organizations, Migrant Committees, Community Action Groups.

Once the Director has identified the camp locations, he could request the assistance of several persons in providing an ongoing series of visits to the families to encourage summer school attend-

ance. Those who could assist him are the public health nurse, attendance officer, social worker, teachers, and migrant clergyman. The latter has proven to be particularly helpful in many areas of the state.

As these people visit the camps, they should be aware of the problems concerning the attitudes of parents, children, and crew bosses towards summer school so that they can initiate the type of discussion that will establish an understanding of the value and role of the school.

They should be prepared to explain the purpose and advantages of the summer program and requirements as to age and attendance. It is advisable to leave written information with the families such as: the opening date of the school, the bus schedule, and identification tags for the children. If possible, vital information about the children such as age, birthdate, grade, health, and innoculations should be secured so that tentative class lists can be formulated.

In addition to discussing school, these visitors should be willing to talk with the migrants about any of their problems and offer assistance if necessary. This may mean helping to get doctor and dentist appointments, finding out about adult education classes, etc.

As parents become interested and concerned about summer school for their children, they can often act as recruiters for other children who may arrive later.

Migrant clergymen may be helpful in maintaining their congregation's interest in the summer programs if they are kept informed of

school activities. They may make announcements and pass along information to their people.

Another avenue of communication may be the use of flyers which can be made available in the offices of schools where older youths come to obtain working permits. These flyers may contain pertinent information about the summer school as well as announcements about health clinics, rummage sales, etc.

Children who have attended summer school in previous years are excellent salesmen when the Director arrives in the camp. Their enthusiastic endorsement of the program and obvious respect for the Director do much to communicate the value of a summer program. Thus, probably the best recruiting device for the continuing of the summer programs is to provide the children with a satisfying, worthwhile experience each summer.

Chapter VII. Planning Learning Experiences

Because the environment of the migrant child does not contain the "hidden curriculum" of the middle-class child, educational programs that include the migrant child need to pay attention to helping him acquire in school what he has missed at home and which has been often missing in his previous educational experiences. The basic objectives of such programs therefore should be to provide those experiences that will help each child improve his self-concept, develop his social and academic skills, develop his language ability and vocabulary, expand his cultural experiences and establish sound health and nutritional habits.

Self-Concept Improvement

Generally the migrant child comes to school with a negative self-concept about himself and his capabilities. He feels insecure, inferior, rejected,and threatened as he confronts the classroom environment. Until he begins to feel that he is important as a human being, that he has a history of which he can be proud, that his people have dignity, and that he is liked and accepted, he cannot achieve the feeling of security which is necessary before the learning process can begin.

As children grow, each of them forms a mental picture of himself--what he looks like, the kind of person he is, the sort of things he is able to do, the things he would like to be able to do,

and the kind of person he eventually hopes to become. The image he forms of himself is the primary factor in determining whether he will become a failure or a success as a human being.

Each person functions as an individual only in terms of how he sees himself. So it is with the migrant child. His self-concept is influenced by himself and his environment. In this light, the role of the teacher, providing experiences which can bring about a more positive self-image, becomes increasingly important.

The best way for a teacher to learn about a child is through shared conversations. In these teacher-pupil conferences, the tone should be informal. Help the child relax. A teacher can find out more about a child while sitting with him at the lunch table, swinging side by side on the school playground swing-seat, or standing together at the classroom guinea pig cage then he could ever expect to learn while seated at the teacher's desk. Nothing, however, can surpass visiting the child in the home environs or taking him to the teacher's home.

Note-taking should be an integral part of any teacher-pupil contact. These notes, made at the end of a conference, are invaluable as lead-ins to future talks. More important, they aid the teacher as he repeatedly evaluates the child's progress. At first, the child may have very little to say, and the teacher will find himself doing most of the talking, but as the child's self-concept begins to improve, a great deal can be learned about the child, his background, and his interests.

As the migrant child begins to feel secure, that he is wanted and accepted, it becomes easier to determine the types of experiences

which are lacking in his life. Once a migrant child has acquired an awareness of his environment, the teacher can strive to develop concepts out of this awareness.

It is an exciting thing to have children of different background and cultures within a classroom. They learn from one another. When working with these different children, one of the first goals should be to see that each child experiences success as soon as possible. Perhaps success is attained simply through learning to recognize and name different colors, to tie his shoes, or to write his name. Success builds on success, so this goal should always be kept foremost in mind.

In attempting to make each migrant child feel welcome, it is a good idea to assign him a "buddy," someone who will show him around and introduce him to other staff members and to his fellow pupils. In summer programs where all the children are new to the community, this assignment could become a part of the work of the teacher aides. In any event, this procedure is more successful when conducted on a one-to-one basis, one migrant child to one "buddy."

The getting-acquainted process may take days, or even weeks, but is the necessary foundation to any learning or change of behavior. These children may have had some rather unpleasant experiences in the past as they moved from one school to another and may be on the defensive where teachers, school, and education are concerned.

It is the teacher's attitude and interest and the way that she speaks with the children as well as the climate of acceptance which she fosters in the classroom that helps them feel secure and needed.

When the child discovers that here is a school where people are sincerely interested in him, he develops a more positive concept of the school, its functions, and himself.

Skills Development

Amother problem which a teacher of migrant children finds is that most of these youngsters have reading disabilities. They have met defeat repeatedly; therefore if they are to improve each child must experience success during each reading session. The patience, understanding, and preseverance of the teacher must be unlimited. This is usually not too difficult, because, if approached correctly, the child is really appealing for help. For reading experiences to be successful, they must improve the child's status in the group. Often children with reading problems do not require different methods so much as more personal and intense application of the same techniques used with children who do not exhibit reading problems. Teaching should never be a matter of technique alone. Warmth, liveliness, and human values are a vital part of approaching a reading lesson.

When preparing to assist a child in becoming a better reader, the teacher should first find out all she can about the child and his reading disabilities. There are many standardized tests available which help assess the child's reading ability. So much time can be spent in testing a child, however, that the task of helping him overcome some of his reading difficulties often becomes a last resort rather than a prime consideration. Since a migrant child is

often in our schools only a short time, it is important that the teaching of reading begin as soon as possible. A teacher can determine the approximate reading level of a child by asking him to read from a teacher-made booklet containing sample stories and vocabulary at several sequential reading levels.

The Experience Chart Technique - A most effective way for the teacher to begin reading instruction is to use the child's interests as a starting point. She might say, "Jay, reading stories which we write ourselves is a good way to become a better reader. Instead of using a book, let's write some stories of our own and then read them." The migrant child may be asked to describe his trip to his new community, his pet, favorite game or sport, or his home responsibilities. Several teachers have found that tape-recording these conversations is an invaluable aid in writing experience stories. After the child and the teacher listen to the play-back together, the child should be allowed to decide upon the things to be included in the story. These stories are then printed or typed in a booklet which the child illustrates. He should be asked to reread his stories from time to time as he makes his own reading booklet.

Rewriting or Creating Material in Which the Child Shows Interest - The teacher may find that the reading materials available regarding some topic in which the child shows interest is too difficult for him. When this happens, the teacher may (1) rewrite the material to simplify vocabulary or sentence structure, or (2) create her own material on the subject. A tall migrant boy of eleven or twelve, reading at second grade level, for example, may show an interest in

reading a magazine story about basketball which is too difficult for him. When this happens, the teacher should seize the opportunity to rewrite the story at the boy's appropriate reading level or create a basketball story which he can read successfully.

In order to help the migrant child develop his reading power, new vocabulary should be added gradually. The teacher should prepare the child for reading a story, even one which he helped create, by reviewing familiar words, presenting new words, expanding old concepts, and developing new concepts. If the child encountered the word draw used in connection with a horse and wagon, the teacher would extend the child's understanding by using the term in other connections, such as: draw a picture, draw money from the bank, draw a welfare check, draw a gun from a holster, draw a card from a deck, etc. She should also make wide use of pictures and objects to develop the child's visual imagination. What better way to teach the concept attached to the word drum than by actually placing a drum in the child's hands for examination and experimentation? The written symbol for the word then becomes a meaningful idea rather than just four letters of the alphabet printed on paper. Providing new experiences for the migrant child is also necessary to promote interest in reading and to help him identify with the characters in a story. The child will read a circus story more willingly and with more enjoyment if he has seen a circus, or he will show more interest in reading about Homer Price's humorous doughnut-making experience if he too had made doughnuts.

The teacher of reading should motivate, develop a sight vocabulary, establish independence in word attack, develop concepts, et cetera, but she should never feel satisfied that the child is reading until she is sure he is comprehending what he reads.

The reading problems which a migrant child may have are similar to those of any other disabled reader, but they are compounded by his feelings of being "different." As he begins to feel adequate as a human being and confident because of successful reading experiences, his ability to interpret written symbols will improve.

The experience approach for reading and writing can also successfully be applied to arithmetic. In developing number concepts, an extensive use of manipulative devices should be used by the children to develop "number sense" before mathematical symbols are introduced. Addition and multiplication can then be taught as "putting groups (sets) together", and subtraction and division as "taking groups (sets) apart." Verbal problems are more meaningful when they are based on things with which the migrant child is familiar - the number of baskets of beans picked by a farm worker, the distance traveled from one migrant camp to another, the cost of food purchased on a given shopping trip, the amount earned picking x pails of cherries, etc. As in all other areas of education, proceed from that point at which the child is working and learning experiences which will improve the child's arithmetic skills. Here, too, daily successes are needed to provide a positive self-concept regarding the child's capabilities. For this reason, it is important not to force too much, too fast, onto the child.

Vocabulary and Language Development

The greatest block to the realization of the migrant child's potential appears to be his verbal inadequacies. He tends to have extreme difficulty expressing himself verbally. Since verbal ability is so important, it is necessary to try to specify the exact nature of the child's ability to function verbally, rather than simply say he is nonverbal or less verbal in comparison to the average non-migrant child.

Language is a constant aid to learning and should be interwoven with all phases of the learning process. Through communication activities involved with person-to-person associations, children develop the social skills required for carrying on group enterprises. A classroom where real strides in language and vocabulary development are being made is one in which the children spend much of their time in conversation, discussion, storytelling, explanations, role-playing, dramatizations of stories and experiences, reporting, and all other areas of oral communication.

Through the use of role-playing sessions, the teacher will be able to observe that following such an activity, the verbal performance of the migrant child is much improved as the group discusses an idea. On the other hand, he does not verbalize well in response to words alone. Role-playing should play an important part in the language and vocabulary development of these children. They express themselves more fully when reacting to things they can see and do. Ask a migrant child what he doesn't like about a teacher, and the

response is probably a silent one. But when a group of these children role-play a scene in which one of them is the teacher, you will find out a great deal about the child's concept of teacher.

The language program for migrant children should be developed from their interests and experiences. A study of the crops their parents help grow and harvest could serve as the basis for a unit which coordinates social studies, reading, writing, speaking, spelling, arithmetic, science, and health. A core program of this type, in which all learning activities are interrelated, is a more practical program than one in which each subject is taught in an unrelated and isolated manner.

Many teachers find the establishment of individual "word banks" to be a motivating factor in vocabulary development. Through the use of labels on classroom objects, manipulating objects or pictures and matching them with tagboard cards on which the name of the object is printed, finding pictures which illustrate new vocabulary words in magazines and catalogs, and other activities of this type, a child is encouraged to "save" the words he learns. A frequent review of "his words" is not only desirable, but necessary. Children enjoy writing stories using the new words they have learned.

Cultural Experiences

Informal talks, on a one-to-one basis, can serve to aid the teacher in determining those areas in which a child lacks cultural experiences. Field trips to provide these needed experiences should

receive careful consideration. Migrant children enjoy and learn from excursions to the fire department, post office, supermarket bakery, zoo, circus, or shopping plaza, to name a few. Careful preplanning and follow-up may successfully include reading and writing experiences (writing stories about the trips, reading these stories, writing thank-you notes, reading stories in books about the fire station). A helpful teachers guide for field trips appears in Appendix C.

Sound Health and Nutritional Habits

Because good health and nutrition are prerequisites to readiness for learning and because the migrant child often woefully lacks them, the school must assume an educative as well as diagnostic and treatment role. Each migrant child should have a thorough physical examination - eyes, ears, urine, TB, teeth, etc. - as soon as possible in the school program. Needs must be identified and care provided quickly because all too soon the migrant moves away with no subsequent follow-up on health improvements. Local doctors may be hired to give the exams. Some counties having migrant clinics will send a team of doctors to the school and give the exams. Some counties having migrant clinics will send a team of doctors to the school and give exams free of charge.

The classroom teacher can play a vital role also in helping establish sound health and nutritional habits. Simple kits (toothbrush, toothpaste, comb, nail clippers) for each child, films, models and discussions can educate the children about their bodies and how

to care for them. Special attention should be given to sex education for these children assume adult roles rather early in life.

Nutrition must also be given special consideration because of the general lack of well-balanced meals in the migrant household. Teaching the children about the basic food groups and how each serves to build the body can be included at every grade level. The children can help plan menus for the school cafeteria, help prepare and serve foods and, finally, to prepare a complete well-rounded meal for their own class or all the children in the program. These experiences will provide the practice that encourages them to take their learnings home and, hopefully, to implement them in planning or helping to plan family meals.

In conclusion, seven simple guidelines should be kept in mind. (1) Get acquainted with the child and help make him feel wanted and secure. (2) Help the child improve his self-concept. (3) Use an informal approach to determine the approximate achievement level of the child in tool subject areas. (4) Start with what the child knows and proceed from there. (5) Base instruction on the child's interests and experiences, and provide new experiences to enrich his life. (6) Make it possible for the child to achieve a feeling of success in each learning activity, so that he will look forward to the next learning situation. (7) Make evaluation a continuing process in which the teacher keeps the child informed regarding his progress. Deficiencies should not be allowed to pile up; they should be treated immediately.

Ralph Waldo Emerson wrote, "Our chief want in life is somebody who shall make us do what we can." Teachers of migrant children

recognize that one of their major tasks is not to "make" a child learn but to motivate him to "want" to learn. If a child does not want to learn, no one can teach him, regardless of the methods used. A child must know that his efforts are appreciated and respected. There is no greater motivation than success. As the child begins to achieve some success in learning, his self-motivation becomes activated and his education becomes a dynamic process.

Chapter VIII. Evaluating the Program

The role of determining whether or not the basic objectives of the summer program have been achieved rests with the classroom teachers, other staff, children, parents and director.

Evaluation by the Classroom Teacher

The key evaluator of each child's progress toward the basic objectives of the program is the classroom teacher. Daily work with the child will provide the opportunity for the teacher to obtain evidence from observation, behavioral checklists, teacher-made tests, anecdotal records, consultations with others in the program, and conferences with the child.

Specific behaviors relating to the five basic objectives already stated (enable the child to improve his self-concept, develop his social and academic skills, develop his language ability and vocabulary, expand his cultural experiences, and establish sound health and nutritional habits) that may serve as guides in collecting information, include the child's improvement in:

1. Communication skills of listening, speaking, reading, writing
2. Ability to understand time, space, distance, numbers, relationships
3. Location skills; in, out, under, over, beside, behind, etc.
4. Establishing cause and effect relationships

5. Personal health habits and food choices
6. Knowing when to look, listen, wait, share, help, work
7. Ability to identify objects and note their details
8. His feeling of security about school
9. His relationships with others in school and community
10. His approach to and execution of new tasks
11. Attention span
12. Musical and artistic skills
13. Use of reference and construction tools

The Wide Range Achievement Test is a requirement for every migrant summer school. It is administered at the beginning and end of the summer session to measure growth in reading and arithmeric. The teacher administers the test to each child (four copies of the test are necessary for each child because the teacher and child record his answers). These are then recorded and forwarded to the Bureau of Elementary Supervision of the State Education Department.

The tests may be purchased directly from Guidance Associates, 1526 Gilpin Avenue, Wilmington, Delaware. Each teacher will need a manual.

Evaluation by the Overall Staff

Careful daily evaluation by the staff will keep the program flexible to suit the needs of the children and a final evaluation of the program will provide guidelines for the following year's program.

Daily staff planning sessions are necessary to point out areas that are not helping to achieve the basic objectives. Included in these sessions would be identification of problems, possible solutions, appraisal of effectiveness of sides and helpers, planning and coordination of activities, opinions of the specialists: psychologist, nurse, etc.

The final evaluation must consider all aspects of the program - attainment of the objectives as well as selection and orientation of staff, administrative procedures, materials, facilities, etc.

Evaluation by the Children

Evaluation by the children should be kept simple and informal. Discussions and written opinions on such topics as "What I like about school," "What I would like to do in school," and "What I have learned" give the child's point of view of the program. This will help determine needs of the child and also provide insight into his values and aspirations.

Evaluation by the Parents

The attitudes and opinions of the migrant parents can be gained through conferences, visitations to the home, and parent involvement in the program. The information thus received will help teachers adapt the curriculum and also help establish a working relationship between the school and home.

Evaluation by the Director*

The director, utilizing all data from the above sources, interprets the findings in terms of the present program and possibilities for future programs. Some questions that will guide the director in making his appraisal include:

1. Has the program met the physical, health, nutritional, social, emotional and intellectual needs of the children?
2. Has the program provided for ample and meaningful experiences and cultural enrichment?
3. Has the program provided a social climate that encourages the children to attend regularly and given them a feeling of security?
4. Have the children progressed in the skills of communication, use of numbers, and other areas?
5. Has there been communication between the school, community, home,and parents?
6. Has the program been flexible enough to adjust to the individuals needs?
7. Have the involvement, tolerance, and understanding of the children on the part of the teachers and staff been adequate?
8. Have the books, materials, equipment, and subject matter met the developmental needs of the children?
9. Has the atmosphere of the program shown enthusiasm for teaching and working with the migrant children?

*See Appendix B for an actual sample evaluation.

10. Have adequate school records been kept on the individual child?
11. Has the community been involved in the program and its resources used?
12. Have the teachers been fully oriented to the purpose of the school and the background and problems of the migrant child?
13. Has the program provided for follow-up procedures on the child in the regular school session?
14. Has the program helped develop the self-concept of the individual child?
15. Has the program provided for pupil interest, academic achievement, discipline (including consideration for others, self-management) and the feeling of success on the part of the individual child?

Evaluating a migrant summer program is no easy task. It is hoped the administrators and teachers who are beginning a program will find this handbook a useful guide. As they become more experienced they may develop their own criteria, for each school and each environment has its own characteristics.

Chapter IX. Cooperating with the Child Care Center

Advantage of a Child Care Center as Part of a Summer Program

An invaluable asset to the summer school program is the Migrant Day Care Center. The services offered by this center are an essential extension of the school activities for many reasons.

First, the care center stimulates attendance and growth in the school program. Preschool age youngsters are provided full day care in the center while their older brothers and sisters are relieved of the babysitting responsibilities and can therefore participate in the school program. In addition, the center provides care for all migrant youngsters before and after school hours. In the instance where migrant parents begin their day's labor at 6:00 or 7:00 a.m. and do not finish until 5:00 or 6:00 in the afternoon, the children are engaged in supervised activities.

Finally, the older youngsters, during their nonschool time, are taught basic homemaking and recreational skills contributing to a better adjustment in the total community and enabling them to function effectively as family members.

Initiating the Program

Initiating a day care center program in a community simply involves contacting the New York State Department of Agriculture and Markets, Albany, New York. A representative from this organization will visit the particular community and outline the program to

the administrator. The administrator's primary responsibility will be to assist the representative from the N.Y.S. Department of Agriculture and Markets in locating the necessary housing for the program. It is recommended through not required that the program be housed in the same building with the summer school as this allows for more complete coordination with the school. If school buildings are unavailable, church facilities may provide the necessary housing for the program.

Coordination of the School Program with the Day Care Center

The coordination of the school program with the day care center can be mutually beneficial if the center is housed in school facilities readily accessible to the summer school program. The cafeteria staff, school nurse, and transportation and custodial services may be shared.

Although the staff for the day-care center is provided by the New York State Department of Agriculture and Markets, local interested and qualified persons may be recommended to the Department for employment in the local program. It should be understood that the actual hiring of such persons, their training and supervision as well as that of the other day care center staff is directed through the Department and not the local school administration. The local school does, however, exercise control regarding the program in that the relationship between it and the Department of Agriculture and Markets is a cooperative effort.

The financial responsibility for the day-care center is totally that of the Department of Agriculture and Markets. However, when

coordination exists with the local school, individual arrangements are made regarding the sharing of financial obligations. For example, if the transportation to the care center is provided by the local school, the Department of Agriculture and Markets might reimburse the school for this service. Or, rather than remunerate for transportation specifically, the Department might totally finance the food service for the complete summer program. It is recommended that an administrator work out the details regarding this aspect of the program on an individual basis with the Department of Agriculture and Markets representative.

Districts not having child care centers are encouraged to take steps to obtain them. Their service to the health and welfare of the migrant children is inestimable.

Chapter X. Providing for the Migrant Child in the Regular School Year Classroom

The suggestions for school programs described in this Handbook are drawn from experiences that have been effective in educating the migrant child during the summer and can be equally effective during the regular school year. Administrators and teachers, therefore, will find it valuable to be familiar with the various topics discussed in this Handbook, such as: the nature of the migrant child, selecting and orienting staff, and planning learning experiences.

All who work with the migrant child should realize that he is generally retarded one or more years in school, not because of native ability but a lack of continuity of educational experiences. This lack is caused, generally, by a variety of problems peculiar to the migrant situation.

Among these special problems occuring during the regular school year are the following: promoting regular attendance, determining grade placement, adapting the curriculum, providing school facilities, providing materials, making special arrangements, securing additional funds, providing school lunches, obtaining school transfer records.

Promoting Regular Attendance

Many migrant parents do not have a high regard for education, so they do not place a high priority on regular daily attendance for their children. There may be other factors which make regular

attemdance difficult such as: lack of proper or clean clothes, need to babysit with younger brothers or sisters, neglect to get ready on time for the school, too tired from improper sleeping habits, etc.

All school personnel including the administrator, attendance officer, nurse, and teachers have to encourage the migrant parents and child to face these problems realistically. Everyone has to be aware of the fact that daily attendance during the regular school year is essential; even required by law. Sometimes clothes have to be provided for the migrant child and in extreme cases they may have to be laundered with school facilities. Parents need to be reminded of the need for regular sleeping hours and eating habits if the child is going to be ready and alert for school activities.

Grade Placement

At least three factors should be considered in placing the migrant child in the proper grade: chronological age, physical maturity, social development. In addition every effort should be made to place him with an empathetic teacher who is sensitive to his particular needs and has a keen desire to work with him individually.

Ideally, an ungraded program would suit his needs, allowing him to progress at his own rate and from his own level of success.

Adapting the Curriculum

Curriculum guides for summer schools have been discussed in chapters VI and VII of this Handbook. Please peruse these chapters for basic ideas to use during the regular year.

Providing School Facilities and Materials

Administrators often face difficult problems in trying to provide adequate school facilities for the migrant child. In very serious situations it may be necessary to go on a half-day session for a few weeks during the peak of the enrollment period. Some schools have had to use auditoriums, gymnasiums, cafeterias, and bus garages for additional classroom space. Another alternative is to enlarge the existing classes to even 40 or more pupils per teacher.

A most satisfactory solution is that utilized in Dade County, Florida, wherein initial low pupil-teacher ratios allow for absorption of the migrant influx without moving children or providing special facilities.

While it is important to have many kinds of machines and equipment such as: film projectors, filmstrip projectors, overhead projectors, record players, controlled readers, etc., the basic materials are experience charts, games, and other devices prepared by the teachers themselves because they relate directly to the child's experiences.

Special Arrangements

It may be necessary to make special arrangements for the migrant child while he attends the regular session. If he is assigned to a regular classroom, special precautions must be made. The teacher must have an orientation program and be provided with adequate mate-

rials. If there are 25 or more pupils in the room it will be helpful to have the services of one or more aides in order to provide adequately for his particular needs. Perhaps more individual attention can be provided if one of the following arrangements are used:

1. Remedial class during part of the day for work in skill subjects; then return to regular class for the rest of the day.
2. Nongraded classes with other children. The enrollment of this class should be approximately 10 - 14 pupils. This will allow for much individual instruction.
3. Tutorial programs are recommended because the migrant child often needs a one-to-one assistance to overcome his educational deficiencies. The assistance may be provided by teacher aides, high school pupils, or even elementary children who like to help others.

Securing Additional Teachers and Teacher Aides

It is sometimes necessary to employ additional personnel for a few weeks during the peak of the harvest season. If the classes become very large it may help the situation to hire one or more teacher aides to do some of the routine work to relieve the regular teachers. It may also be advisable to hire one or more teachers to be used in a team-teaching situation, or to establish extra classes. Perhaps retired teachers or substitute teachers can be

found to fill this need. In addition, nearby colleges have eager and interested teacher education majors who can provide tutorial assistance. In any event, the teachers and aides should be oriented concerning the migrant child and his needs.

Securing Additional Funds

Additional funds will be needed to provide adequately for the migrant child during the regular school year. These funds may be used for additional teachers and extra materials. These funds should be provided partly or wholly by State and federal agencies. Contact the Migrant Education Department of the Bureau of Elementary Supervision for information.

Providing School Lunches

If the migrant child comes to school without any provision for lunch, the school should provide him with one. In some cases this may be his best meal of the day. The migrant child may lack money for lunch because his parents do not work regularly, or do not budget their money wisely.

Obtaining School Transfer Records

It is difficult to maintain accurate school records and reports for the migrant child because he moves so often. However, the administrator should be aware of this problem and encourage the child to carry his transfer card with him from school to school. These transfer records should include information about scholastic attainment and health.

In 1967, a transfer record system for farm migrant children was prepared by the Florida State Department of Education in co-operation with ESEA, Title V, Section 505, for the purpose of (1) collecting some statistical data on these children, (2) providing for a central file of this information in "home base" state education agencies, and (3) collecting and exchanging the information on an intra-and interstate basis. This system has been developed for trial use by schools in the states along the east coast which enroll migratory children who are primarily based in Florida.

Ultimately, of course, responsibility for providing for the migrant child in the regular classroom rests with the classroom teacher. No amount of facilities or materials will be effective without a teacher who respects each migrant child and maintains a classroom atmosphere that allows for maximum intellectual and social development.

Handbook for the Education of Migrant Children in New York State

Appendix A National, State, and Local Agencies with Migrant Responsibility

National

1. U. S. Dept. of Health, Education and Welfare,
   Washington, D. C. (Office of Economic Opportunity)

2. U. S. Dept. of Labor
   Washington, D. C.

3. U. S. Dept. of Agriculture
   Washington, D. C.

4. National Council of Churches of the U. S. A.
   New York, New York

State

1. N.Y.S. Dept. of Agriculture and Markets
   Albany, New York

2. Migrant Education, Bureau of Elementary Supervision
   State Education Dept.
   Albany, New York

3. Executive Dept. (Dept. of State Police)
   Albany, New York

4. N.Y.S. Dept. of Labor
   Albany, New York

5. N.Y.S. Dept. of Motor Vehicles
   Albany, New York

6. N.Y.S. Dept. of Social Welfare
   Albany, New York

7. N.Y.S. Dept. of Health
   Albany, New York

8. N.Y.S. Extension Service
   Albany, New York

9. National Council of Churches
   Homer, New York

County

1. Cayuga County Community Council
   Auburn, New York

2. County Community Action Agency

3. County Welfare Department

Local

1. Service Club Organization

Appendix B Sample Evaluation of a Summer School Program

1. Has the program met the physical, health, nutritional, social, emotional, and intellectual needs of the children?

a. Physical needs

Emphasis was placed on the use of native skills such as walking, running, throwing, catching, kicking, and jumping. The development of these native skills into the more defined but still basic skills of various sports, so necessary for success and therefore enjoyment in sports, was provided for through practice periods and game activities. These games introduced the elements of teamwork and competition also.

At the beginning of each physical education period there was time allotted for calisthenics. The importance of these exercises was presented as being twofold:

1. to warm up and stretch the muscles prior to skill practice and game activity
2. to help in the development of stronger, better coordinated and controlled muscles; by using the muscles, they can be gradually trained through increased repetition of exercises or by increased resistance to the movements.

The exercises given were: jumping jacks, windmill, arm circle, finger flexions, sit-ups, leg lifts, treadmill and squat thrusts. At the end of some activity periods the children selected games they wanted to play. Some of these were circle dodgeball, trenchball and fox and farmer, etc.

An effort was made to explain the basic skills so important for a player to master in order to excell in a sport. Several different sports were introduced to increase the chances that each child might find some certain skill he could perform especially well and thereby experience that wonderful feeling of success and receive praise and admiration from his classmates.

b. Health needs

Each child was examined by a medical doctor and a dental surgeon. A nurse was on full-time duty. It was her duty to advise the teachers and aides in addition to her assignment of attending the children. The nurse was a nurse teacher and conducted health classes with all the children.

c. Nutritional needs

The school lunch program was part of the instructional program carried out in all the classrooms. The teacher together with the nurse teacher and dental hygienist were responsible for the planning. A good hot, nutritional meal was served at 12:00 each day.

d. Social needs

Many of the children came from Puerto Rican and other immigrant and migrant homes, from broken or one parent homes, from large families with low incomes; underachievers, children who were culturally and socially disadvantaged. Many of them were identified as potential drop-outs. Some came from parents who were not orientated toward the value of learning situations and formal education. Many of these children have a poor father image. These

situations proved to be a challenge to all the staff members. Some found that they needed patience and creativity and the ability to change plans quickly.

e. Emotional needs

A full time social worker made many home calls, in order to assist in helping select qualified children. He also acquainted the families with the project and the school activities, served as a contact and go-between for school and family. He was available to all teachers and this made the home-school-teacher-student relationship more realistic and meaningful.

A part time school psychologist worked with the staff. He was available for guidance, counselling and referrals.

f. Intellectual needs

Five classes limited to 15 students each have met daily with teachers and aides for six weeks beginning July 17 and ending August 25. Curriculum emphasized language arts since many of the children have trouble in this area. Pupils were encouraged to express themselves verbally and through writing stories and letters, dramatizing plays, and playing games. Many have increased their vocabularies this summer.

The children were exposed to art, physical education, nature study. They also had experiences in craft, swimming, and music.

Cultural enrichment was provided through a variety of experiences outside the school, as classes followed the theme "We Discover America." One class featured taking the roles of people they had learned

about in their field trips to the dairy farm, firehouse, supermarket and pony farm. All this was done by the children.

The stress in the curriculum was placed on reading and its related areas - writing, spelling, phonics, listening and speaking skills.

A great deal of emphasis was placed on the listening skill. Children were taught how to listen. Games and exercises were given stressing ending of words. Singing was greatly used to reinforce this skill.

In the classroom, teacher-made reading materials were used. This in many instances took the place of formal textbooks. Since many of these children have met with failure in the past the job of the teacher was to build confidence by using materials and methods that children were secure with.

2. Has the program provided for amply and meaningful experiences and cultural enrichment?

Field trips were most valuable to our group. The curriculum was centered around the field trips taken. In the language arts program, the teacher correlated the field trip experience with experience charts, story telling, writing original stories, writing letters and thank-you notes. Some of the trips taken were: Poultry Farm, Cooperstown Woodland Museum, Hospital, Dairy Farm, Sacandaga Lake Beach, Beech-Nut Factory, Saratoga Performing Art Center, Catskill Game Farm, Pony Farm, and the Christmas Tree Farm in Galway.

3. Has the program provided a social climate that encourages the children to attend regularly and given them a feeling of security?

Small group instruction was provided (only 15 per class) and each child was treated as an individual, praised, given reassurance to carry on. Attendance records were kept, and after six weeks only 12 absences were shown for 75 children during the six week period.

4. Have the children progressed in the skills of communication, use of numbers, and other areas?

Since many manipulative materials were used especially in science and math, and since the teacher used materials made by the children and herself, the child progressed well during the six week period. Addition and multiplication was taught by putting sets together and subtraction and division was taught as taking groups or sets apart.

5. Has there been communication between the school, community, home and parents?

A full time social worker made many home calls. He also acquainted the families with the project and the school activities, served as a contact and go-between for school and family. He was available to all teachers and this made the home-school-teacher-student relationship more realistic and meaningful.

Each Monday children were dismissed at 1:oo p.m., which gave the teachers an opportunity to visit homes and have parents come to school for conference.

6. Has the program been flexible enough to adjust to the individual needs?

No set curriculum was rigidly followed. Teachers had an opportunity to develop a program that met individual needs. The instructional program did not involve homework, grades, or a rigid curriculum. Students were under no pressure to compete or achieve. The activities were highly creative and flexible.

7. Have the involvement, tolerance and understanding of the childen on the part of the teacher and staff been adequate?

Many children came to school with a negative self-concept of themselves. They were insecure, felt inferior, rejected, and threatened by the school. It was important for teachers to break down such barriers. We set goals such as liking school and all that is associated with it. Feelings of security and acceptance by peer groups were high on the teachers goals. Teachers saw to it that the child <u>did</u> experience success.

8. Have the books, materials, equipment, and subject matter met the developmental needs of the children?

Since many of these children come from financially disadvantaged homes, they had little opportunity to acquire books for their private use. Therefore, the library was important to them. Here the children were encouraged to use the library regularly where stories were read to them, where they came in to read at their leisure, and where

they had an opportunity to discuss stories. The atmosphere in the library was relaxed and conducive to individual help.

During the language arts period, experience charts were used. Children were asked to relate their own experiences. Many times the teachers and children had to rewrite the stories because they were too difficult. Teacher-made materials were often used.

9. Has the atmosphere of the program shown enthusiasm for teaching and working with the migrant children?

First the teachers prepared and established their own goals in accordance with the basic objectives for the Migrant Summer School. Secondly, the selection of classroom teachers was very important. We tried to select teachers who had a desire to work with disadvantages children who had previous experience with them. We selected teachers that were able to adapt curriculum content and materials to the children's levels of understanding.

10. Have adequate school records been kept on the individual child?

This was not carried out as well as it should have been. It was very difficult to secure any records on any child, but we did comply with the State requirements and filled out record data as well as we could.

11. Has the community been involved in the program and resources used?

Community resources were utilized as much as possible. Many community leaders and other members came to our classroom to tell the children of their activities and responsibilities. Some of them were: the fireman, the policeman, the mailman, the mayor, the

doctor, the priest, the minister, the state trooper.

Community Day

Seventy five youngsters have "A Summer to Remember," according to a Community Day program staged by the summer program children at the East Main and Academy Street School. The Community Day was planned by the coordinator, John P. Riccio, and was attended by parents, community officials, and educational organizational representatives. Prior to the children's program, remarks were heard from Mayor Marcus I. Breier, Superintendent of Schools Reigh W. Carpenter, Dr. William Cotton of State University College at Geneseo, and Patrick Hogan representing the New York State Department of Education.

12. Have the teachers been fully oriented to the purpose of the school and the background and problems of the migrant child?

I feel very strongly that the success of the program depends upon the proper orientation and direction given to teachers. Many meetings were held before the program started, and every two weeks the teachers were called together to work out common problems. We tried to cover the following areas in the orientation of teachers:

1. Entire staff develop a set of objectives and goals.
2. Information on legal requirements relative to the program that have to be observed.
3. Specific duties such as keeping of registers, making reports.
4. Procedures for achievement test.
5. Requisition procedures.

6. Information about available resources and personnel.
7. Lectures and discussion about the migrant including sociological and economic background.
8. Facts essential to total development of the child: health, food, clothing.

13. Has the program provided for follow-up procedures on the child in the regular school session?

This is one area we are in which we are weak.

14. Has the program helped develop the self-concept of the individual child?

The role of the teacher to provide experiences which can bring about a more positive self-image for each child was emphasized. Many ways to achieve this were mentioned. Some of these ways were discussed: share conversations, stress informality, relax the child, visit the home and have parents visit the school.

15. Has the program provided for pupil interest, academic achievement, discipline including consideration for others, self-management and the feeling of success on the part of the individual child?

An attempt was made to broaden the child's background and to develop concepts of his environment. A great deal was done with reading, language development, and other skill subjects with plenty of time to enjoy special subjects such as art, library, and physical education. The curriculum was centered around his special interests and abilities.

The Program - How it affected -

The Teacher

1. Developed patience and creativity.
2. Learned to appreciate the growth of the culturally different child.
3. Experienced and learned a great deal.
4. Provided insight into children's needs.
5. Learned to be more creative and flexible.
6. Gained a better understanding of children and how they learn.

The Student

1. Showed a great deal of enthusiasm for the program.
2. Learned that school is a good place.
3. Learned to like his teacher.
4. Built up his self-image--now he was no longer on the "bottom of the heap."
5. Enjoyed the freedom of movement, the relaxed atmosphere, the flexible program, the special classes in art, physical education.
6. Learned from firsthand experience while on a field trip.
7. Created a desire to come back next year.
8. Wanted to stay after school.
9. Discovered this program was different from others.
10. Enjoyed the food very much.

The Parent

1. Learned more about the school and what it was trying to do.
2. Determined that teachers were not bad after all.
3. Discovered the school did so much for his child.
4. Declared that his child was very happy in school.

Some Areas For Improvement

Visitations

Teachers need more help with working with parents. Must work out a plan where more information is given to the teacher about the parents. Teachers feel very inadequate in this area.

Record Keeping

More records should be made available for teachers on each child. Teachers should have a better way of keeping records and a method of transferring this information to the next teacher.

Authorization of Grant

Notification of authorization of grant should be known as soon as possible. It is very difficult for the coordinator to plan for this type of program in a short period of time.

Training of Teachers

Teachers of this program should be encouraged to attend a college course in the teaching of migrant children. This course should be held the last week in June when teachers are available.

Staffing

Whenever possible men should be assigned to this program. The male image for this type of child is imperative. It is also essential that more swimming and nature play a more dominate role in the planning of the program; therefore, qualified first aid swimmers and good science teachers should be obtained for the program.

Goals (Prepared and established by staff)

1. To help the child develop a positive attitude toward school, liking school and all that is associated with it. Trusting the teacher. Feeling secure and accepted by his peers.

2. To help the child establish a better self-concept in relation to his home, his school, and his environment. Helping child to succeed. Praising child upon his accomplishments. Involving child in individual projects and instruction.

3. To give the child guidance, affection and understanding. Providing small group instruction (class size 15). Treating child as an individual rather than a part of a group.

4. To help the child to develop the desire to make discoveries for himself. Conducting nature walks and observation trips. Giving the children the opportunity to observe, explore, discover, and discuss.

5. To stimulate the child's own creative ability. Using manipulative materials to allow the child to work out the problem.

6. To organize a child-centered classroom. Understanding children's needs - physical, social, and emotional.

7. To establish sound health and nutritional habits. Eating balanced meals. Teaching proper eating habits. Learning about personal hygiene and other basic health habits. Having medical and dental examinations.

8. To develop his language ability and his vocabulary. Involving person-to-person associations. Involving children in conversation, discussion, storytelling, explanations, role-playing, dramatizations of stories and experiences, and all other areas of oral communication.

9. To accept the child where he is. Basing instruction on the child's interests and experiences. Providing new experiences to enrich his life.

10. To make evaluation a continuing process. Keeping the child informed of his deficiencies and suggesting ways of improving.

Sample Evaluation compiled by Mr. John Riccio, Amsterdam Public Schools

Handbook for the Education of Migrant Children in New York State

Field Trip Evaluation Sheet (Use Optional)

Name of Teacher_____Grade of group attending____

Area visited_____Date_____

Preplanning: (your objectives)

follow-up: (classroom reinforcement)

Did this trip meet your classroom objectives: (Encircle answer)

yes no

If your objectives were not met, explain below where the weaknesses were most evident: (check one)

_____Lack of knowledge of the place visited to adequately preplan.

_____ Trip did not correlate with classroom objectives.

_____ Inadequate guide service.

_____ Children were dissatisfied or bored.

_____ Children skipped school to avoid trip.

_____ Vocabulary used by guides above level of children addressed.

_____ Inadequate planning for children's comfort (johnny stops)

GENERAL COMMENTS: (to aid administration in planning future trips)
RECOMMENDATIONS: